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| --- | --- |
| **Course Code** | EDUC 1302 |
| **Course Name** | Learning Technologies for the Classroom |
| **Course Teacher** | Grant Hartley |
| **Task Title** | Digital Portfolio |
| **Task Description** | Students will create an ICT portfolio focused on developing teaching resources that could be used by a teacher in an educational context. (e.g. this portfolio may be focussed on appropriate and relevant material for the primary EFL classroom or it may be focussed on demonstrating the use of technology as a tool for learning.) The students may choose an age range or a theme to develop the material around.   The students will present **four** different teaching artefacts for assessment.  The Portfolio could include the following:  • Information / tutorials etc. related to hardware or software  • Poems or stories with added graphical illustrations  • Use of the Internet as a tool for the creation of resources |
| **Goals Covered** | Learning Outcomes 1, 2, 3, 4, 5 |
| **Weighting** | 30% |
| **Length/Word Limit** | N/A |
| **Due Date** | Week 17 |
| **Grading Criteria** | Your grade will be determined using the HCT B.Ed. generic descriptors attached. |
| **Late Penalty** | Unless special circumstances are agreed with the course teacher regarding late submission, work submitted up to 3 working days late will receive the lowest possible passing grade. Work submitted more than 3 working days late will receive an "F" grade. |

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| **Due Date** | Week 17 |
| **Student ID No** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Word Count** | 800- 1000 words |

**HCT Graduate Outcomes Addressed:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Communication and information literacy | X | X | X |  |  |  |
| 2 | Critical and creative thinking | X | X | X |  |  |  |
| 3 | Global awareness and citizenship |  | X |  |  |  |  |
| 4 | Technological literacy | X | X | X |  |  |  |
| 5 | Self-management and independent learning |  | X | X | X |  |  |
| 6 | Teamwork and leadership | X | X | X |  |  |  |
| 7 | Vocational competencies | X | X | X |  |  |  |
| 8 | Mathematical literacy |  |  |  |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Declaration**:

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. The word count for this assignment meets the requirements as described in the Task Description. I have not previously submitted this work to the HCT. I understand that I may be orally examined on my submission.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### If you wish to have a formal acknowledgment of assignment receipt, please complete the following slip.

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##### Acknowledgment

|  |  |
| --- | --- |
| **Course Code** | EDUC 1302 |
| **Course Name** | Learning Technologies for the Classroom |
| **Task Title** | Digital Portfolio |
| **Student ID No.** |  |

### Received on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Course Code** | EDUC 1302 | | |
| **Course Name** | Learning Technologies for the Classroom | | |
| **Course Teacher** | Grant Hartley | | |
| **Student Name** |  | Final Grade |  |
| **Student ID No** |  |  |  |

Feedback key: Excellent (E), Good (G), Satisfactory (S), Marginal (M), Unsatisfactory (U)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific Guidelines** | **Feedback** | | | | |
| **E** | **G** | **S** | **M** | **U** |
| **Understanding of the task and key concepts/issues involved:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Depth of analysis and/or critique in response to the task:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Appropriate use of professional and/or research literature to support the response:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Structure and organisation of the response:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Presentation of the response according to appropriate academic conventions:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **Presentation of response according to appropriate linguistic conventions:** |  |  |  |  |  |
| **Comment:** | | | | | |
| **General comments:** | | | | | |

**GENERIC GRADE DESCRIPTORS**

**(to be placed on reverse of assignment cover sheet)**

**Grade A: Excellent**

###### Overall, a very impressive and excellent piece of work. Includes the majority of the following features:

* Demonstrates an understanding and achievement of the task which is outstanding relative to the course requirements, and is always relevant.
* Original perspective on the problems in question. Contextualization of sources and viewpoints and comprehensive evaluation of contributions. Insightful application of relevant theories in addressing the issues/questions/tasks.
* Use of wide range of relevant sources, which are integrated and critically evaluated.
* Well structured and organized with a clearly developed line of reasoning. Appropriate length.
* Referencing follows consistent academic conventions with all references fully and accurately cited.
* Clear, articulate style with accurate spelling, word choice and grammar. Target band level surpassed by 1.0

**Grade A-:An impressive piece of work that narrowly misses the requirements for an A grade**

**Grade B+**

**Grade B: Good**

###### Overall, a good and commendable piece of work. Includes the majority of the following features:

* Demonstrates understanding and achievement of the task that is significantly above the course requirements. Presentation of points and arguments relevant to the question or task.
* Sustained commentary on evidence and materials used. Inclusion of appropriate critical perspective. Use of theoretical models in a relevant way to address the issues/questions/tasks.
* Sound understanding of main sources of literature, well summarized and used in a critical and relevant way.
* Clear structure and presentation. Control of length.
* Generally consistent and accurate referencing.
* Generally accurate spelling, word choice and grammar. Target band level surpassed by 0.5.

**Grade C+**

**Grade C: Satisfactory**

###### Overall, a satisfactory piece of work. Includes the majority of the following features:

* Achievement that satisfactorily meets the course requirements. Understands main point of the task. Most points and arguments presented are relevant to the question or task.
* Adequate commentary on evidence and materials used. Some evidence of critical awareness. Use and understanding of theoretical models, but in a fairly pedestrian way.
* Adequate range of source material consulted. Clear understanding of the literature used.
* Good structure and presentation, minor problems in organization do not impede communication. Control of length
* Generally consistent referencing.
* Comprehensible spelling, word choice and grammar, inaccuracies do not impede meaning. Target band level achieved.

## Grade D: Marginal Pass

###### Overall, a bare pass. Includes the majority of the following features:

* Achievement that minimally meets the course requirements. Understanding of basic concepts and effort made to relate them to the question or task.
* Argument mainly descriptive points and/or points which requires greater substantiation. More development of ideas needed to sustain an argument. Identification of main issues, but little critical awareness.
* Some evidence of reading and understanding of the literature, but range and /or relevance very limited.
* Attempt made at coherent presentation, but ideas not well integrated. Length may be considerably off target.
* Some attempt at consistent referencing.
* Comprehensible spelling, word choice and grammar, although inaccuracies may sometimes impede meaning. Below the target band level.

**Grade F: Failure**

###### Overall, a very poor piece of work. Includes the majority of the following features:

* Achievement that does not meet the course requirements. Inadequate or misunderstanding of task. Purely descriptive account with little or no analysis.
* Irrelevant comments and/or assertions, which are not supported by meaningful evidence. Little evidence of integration of various sources to sustain an argument. Lack of any critical or appreciative framework.
* Few relevant sources used and/or little use of literature.
* Unstructured presentation and/or lack of coherence, which impedes understanding. Length problematic.
* Little or no attempt at consistent referencing.
* Major inaccuracies in grammar, word choice and spelling. Well below the target band level.

**NB** The assessment criteria and grade descriptors are designed to be used *holistically*, that is, separate scores are not given for each criterion. Marking is a two-step process. Firstly, markers review the submission using the specific (contextualized) criteria for this particular assignment. Then, markers refer to the generic grade descriptors to determine which grade is appropriate for the submission. To achieve a particular grade, the majority of the relevant descriptors will be valid for the submission. If some descriptors from the grade above are also present, the submission may be awarded a ‘+’ grade, except in the cases of ‘A’ and ‘D’. *Effective: 1 October, 2008*

**HCT Written Communication Descriptors**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Bands** | **Communicative Quality and Coherence** | **Structural Accuracy** | **Lexical Range and Accuracy** | **Mechanics** | **Raw Score** |
|  | **x2** | **x1** | **x1** | **x1** |  |
| **9** | Extremely clear, well organised, and logical with plentiful ideas and support material from the writer.  Text flows seamlessly. | A wide range of structures used accurately and confidently. | A wide range of vocabulary used accurately and confidently. | Rare slips rather than errors may occur. | 45 |
| **8** | Well organised, clear and logical presentation and development of ideas with adequate and relevant support material.  Text flows well causing no strain to the reader. | A good range of sentence structures are shown , with confident control. | Confident choice and use of vocabulary with only rare ‘off key’ notes to indicate that  this may be a non-native speaker. | Very few minor errors occur and these are not significant. | 40 |
| **7** | Well organised with a clear and overall progression of ideas. Content is sufficient to the task but could be expanded more and may contain slight irrelevancies. Well controlled use of a range of cohesive devices. | An adequate range of simple and complex sentences occur with adequate control shown. | Vocabulary generally appropriately used and adequate to the task. Occasional awkwardness caused by word, idiom or register choice. | Occasional non-intrusive spelling and punctuation errors. | 35 |
| **6** | Main and subsidiary points are clear  and  well organised, but may contain minor irrelevancies or inappropriacies.  A range of cohesive devices used, though not always accurately. | Generally accurate use of sentence structure, though range of complex sentences is limited. | Vocabulary choice generally adequate in general topics or own specialist area, but may be inadequate to express a wide range of ideas with precision. Most of the time, appropriate choice of words, idioms and register give the text a feeling of fluency. | Occasional errors in spelling may still occur.  Uses capital letters, full stops, commas, apostrophes, brackets, and bullets, with only occasional unobtrusive errors. (Spelling fully accurate if using Spell Checker or copying from a text.) | 30 |
| **5** | Overall meaning of simple and more complex communications adequately conveyed though clarity will vary.  Organisation of text contributes to overall clarity.  Wider range of cohesive devices is attempted. | Simple sentences generally correct and some complex sentences can be used, but not often accurately.  Errors in subject verb agreement may still occur. | Vocabulary generally appropriate but limited to  familiar contexts. Occasionally, appropriate choice of words, idioms and register gives glimpses of fluency. | Spelling errors still intrude, but do not impair meaning.  Uses capital letters, full stops commas and apostrophes appropriately, with only occasional errors.  (Almost fully accurate if using Spell Checker or copying from text.) | 25 |
| **4** | Meaning clear in straightforward communications; where the content is more complex meaning comes through only intermittently.  Simple cohesive devices used appropriately. | Can construct simple sentences but errors in subject verb agreement and word order are frequent.  Appropriate choice of basic tenses. | Range of  vocabulary  becomes wider but may be inappropriate.  Text is stilted. | Spelling errors intrude though words are mainly recognisable with effort.  Uses capital letters and full stops almost without error.  Commas and apostrophes missing or misused.  (Almost fully accurate when using Spell Checker or copying text.) | 20 |

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| **Writing & Oral Band Progression in B.Ed. (TEYL/ELTS)** | | | |
| **Year** | **Sem.** | **Weeks** | **Band** |
| 1 | 1 | 1-10 | 5.25 |
| 11-20 | 5.5 |
| 2 | 1-10 | 5.75 |
| 11-20 | 6.0 |
| 2 | 1 | 1-20 | 6.0 |
| 2 | 1-10 | 6.25 |
| 11-20 | 6.5 |
| 3 | 1 | 1-20 | 6.5 |
| 2 | 1-10 | 6.75 |
| 11-20 | 7.0 |
| 4 | 1 | 1-20 | 7.0 |
| 2 | 1-20 | 7.0 |